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c) A briefly summarized organization of essential methods and skills, and of ideals, attitudes, and appreciations to be developed in connection with the projects and subject-matter. This organization is to serve as a standard of reference for the teacher.

The essential elements constituting the third part of the curriculum should be practically the same for all elementary schools. The subject-matter representing the second part should be much the same, although in some details and in sequence there may be much difference. The projects may differ very much in response to the environing differences of schools [pp. 151-52].

In the second division of the book the discussion is divided into chapters dealing with the various elementary-school subjects. The form of each of these chapters is similar, including, first, a discussion of the purpose and content of the subject, second, a large number of selected projects for each of the six elementary grades, and third, a brief statement of the principles for selection and organization of material in the subject. These chapters are particularly rich in suggestions for usable projects.

The third division of the book, consisting of the last chapter, is unique in that it takes an objective view of all the preceding chapters and attempts to give the reader a set of directions for using the book in improving the curriculum. This chapter elaborates somewhat one of the general principles given in the earlier part of the book which proposed that

the curriculum for a given school or school system should be the joint product of all the school staff. Teachers should participate in any revision of a curriculum to such a degree that they feel a large share of authorship in its changes and of responsibility for carrying out the changes. Superintendents, principals, and supervisors should be responsible for leadership in stimulation, plans of organization for revision, and helpful constructive advice [pp. 153-54].

As a whole, the book is a careful piece of work and is worthy of wide reading. It should be of value both for college and normal-school classes in education, and for study and discussion by groups of teachers and principals who are attempting to modify constructively the curriculum in their own schools.

Consolidation and the rural-school problem.—One of the thoughts rising in the minds of the American people today is the value of co-operation. The editor of a new book on school consolidation¹ views this movement in rural education as a part of the broad integration and socialization of all the nation's forces. In 1917 thirty states reported a total number of 5,132 consolidated schools, while a conservative estimate places the total for the United States in the same year at 7,500. Practically all of the literature that has appeared describing this new educational advance is in the form of circulars, reports, magazine articles, and isolated chapters in books. It is to meet this need of

¹ LOUIS W. RAPEER, *The Consolidated Rural School*. New York: Charles Scribner's Sons, 1920. Pp. xiii + 545.

a thoroughgoing book based on a nation-wide acquaintance with, and investigation of, this type of school that this volume has been prepared by the editor in co-operation with other specialists.

The purpose of the book, as stated in the Preface, "is based on rather definite aims of education and on a social theory of the function of the rural school." The subordinate aims are placed in a fivefold program of vital efficiency, vocational efficiency, avocational efficiency, civic efficiency, and moral efficiency. This program is the goal of each chapter.

The Table of Contents is suggestive of the approach to the subject. Chapters i and ii develop the historical, social, and economic background of consolidation. Here we find such topics as national and rural consolidation, the American rural school, community organization, and rural economics. Chapters v and vi deal with school administration and the growth of consolidation. The next chapter describes a successful consolidated school in Colorado. Chapters viii to xi inclusive discuss the school site and building, the teacherage, and transportation of pupils. Chapter xii is written by six experts and takes up the method and facts of consolidation. The next four chapters, xiii-xvi, discuss the curriculum, rural-life needs, college-entrance demands, and relative values in English instruction. Chapters xvii and xviii touch briefly on the learning and teaching processes. The remaining four chapters deal with the country girl, rural recreation, the difficulties of consolidation, and the new consolidated school.

The bibliography at the end of the book is quite exhaustive. Page references are given in many cases, and the books are classified into groups. The book is to be commended on its attempt to use the problem approach to the various topics. Each chapter opens with a list of preliminary problems and closes with a list for application. The volume covers a wide range of material in its 545 pages, dealing with no topic exhaustively but giving a comprehensive view of the situation. Most of the material is based on reports, investigations, and observations of the actual condition of the consolidated schools throughout the country. The book will find a place among students and teachers of rural education.

Problems of vocational education.—There are evidences that the modern movement for vocational education is rapidly passing from the exploratory stage of grasping and varied speculation and is settling down to a systematic analysis of certain clear-cut problems defined by experience, and to a series of direct attacks upon such of these as seem possible of immediate solution. Thus, out of the numberless theories, experiments, and compromises of the movement thus far, there have emerged a few coherent conceptions of the meaning, purposes, methods, and management of vocational training which, being definitely and positively built upon existing knowledge and conditions as these are interpreted, are problems challenging the immediate interest